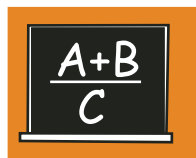


Functional Independence

Fall 2012



Mathematics

Item Descriptors

Grade 5

**MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

Copyright © 2012, held by the State Administrative Board, State of Michigan. All rights reserved. Printed in U.S.A.

Permission is granted to schools, parents, government agencies and non-profit organizations in Michigan to reproduce and distribute this document for non-commercial use in helping Michigan educators and other citizens in interpreting and using the MI-Access assessment results.

For all instances other than identified in the previous paragraph, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from the Bureau of Assessment and Accountability.

DIRECTIONS: Read each question. Choose the **BEST** answer for each question.

NOTE: For each item listed throughout this booklet, the first statement is a summary of the Michigan Extended Grade Level Content Expectation (EGLCE) and the second statement or problem is the descriptor for the item's stem or question.

- 1 N.MR.04.FI.EG09:** Create, describe, and extend simple number patterns

Determine next number in skip-counting pattern

- A** added one to previous number
- B** correct
- C** over by 5

- 2 N.MR.04.FI.EG09:** Create, describe, and extend simple number patterns

Determine next number in skip-counting pattern

- A** under by 8
- B** under by 8
- C** correct

- 3 M.UN.04.FI.EG03:** Measure lengths to the nearest inch

Measure length to nearest inch

- A** one inch less than correct length
- B** correct
- C** two inches less than correct length

- 4 M.UN.04.FI.EG01:** Select and use standard tools for measurement

Identify tool used to measure volume

- A** correct
- B** tool used to measure length
- C** tool used to measure temperature

- 5 M.PS.04.FI.EG04:** Measure and compare lengths and weights

Compare lengths of two objects

- A** incorrect comparison
- B** incorrect comparison
- C** correct

- 6 M.PS.04.FI.EG06:** Solve one-step word problems

Add two weights

- A** subtracted
- B** correct
- C** twice the second addend

- 7 G.GS.04.FI.EG01:** Identify, describe, and compare two-dimensional shapes

Determine number of sides in polygon

- A** correct
- B** one more than total
- C** two more than total

- 8 G.LO.04.FI.EG02:** Describe and use relative position of objects on a plane and in space

Determine relative position of two objects

- A** correct
- B** incorrect position
- C** incorrect position

- 9 M.UN.04.FI.EG08:** Match denominations of coins or bills

Given photo of coins, match to photo with same value

- A** two nickels too many
- B** one nickel (or 5 pennies) under
- C** correct

- 10 M.UN.04.FI.EG07:** Identify different denominations of coins and bills

Identify photo of bill that is worth enough for given purchase

- A** bill with least value
- B** bill with insufficient value
- C** correct

- 11 M.PS.04.FI.EG09:** Tell the amount of money

Determine how much money is shown

- A** each bill = \$1
- B** correct
- C** counted 5-dollar bill as \$10

- 12 M.PS.04.FI.EG10:** Add and subtract money in dollars only or in cents only

Add money in cents

- A** subtracted
- B** incorrect addition in tens place
- C** correct

- 13 M.UN.04.FI.EG02:** Select appropriate units of measure

Determine unit used to measure length

- A** unit of measure for temperature
- B** correct
- C** unit of measure for time

- 14 M.UN.04.FI.EG05:** Tell time on a radial or digital clock to the hour

Tell time on radial clock

- A** one hour under
- B** correct
- C** one hour over

- 15 D.RE.04.FI.EG03:** Solve problems using data in tables, graphs, tallies, and pictographs

Read pictograph with scale of 1

- A** sum of first two categories, not all three
- B** sum of last two categories, not all three
- C** correct

- 16 D.RE.04.FI.EG02:** Read tables, graphs, tallies, and pictographs

Interpret bar graph

- A** number of categories
- B** included other category in total
- C** included other category in total

- 17 N.ME.04.FI.EG01:** Read, write, and count whole numbers to 1,000

Determine number of shapes shown

- A** under by 1
- B** correct
- C** over by 1

- 18 N.ME.04.FI.EG02:** Recognize equivalent representations for whole numbers to 1,000

Determine addition expression that sums to given total

- A** correct
- B** over by 2
- C** over by 1

- 19 N.ME.04.FI.EG05:** Compare and order numbers to 1,000

Identify number greater than given number

- A** number with least value
- B** less than given number
- C** correct

- 20 N.ME.04.FI.EG04:** Express numbers to 1,000 using place value

Translate standard form to expanded form

- A** $abc = a + b + c$
- B** $abc = a00 + b + c$
- C** correct

- 21 N.ME.04.FI.EG07:** Use ordinals to identify position in a sequence

Identify ordinal position of object

- A** object shown n times
- B** correct
- C** object that is not a candidate

- 22 N.ME.04.FI.EG08:** Identify and place whole numbers on a number line that begins at zero

Identify missing value on number line

- A** correct
- B** shown value
- C** shown value

23 N.ME.04.FI.EG03: Represent whole numbers to 1,000

Given key, identify diagram that shows number

- A** correct
- B** hundreds and tens = ones
- C** ones = hundreds hundreds = ones

24 N.ME.04.FI.EG03: Represent whole numbers to 1,000

Given key, identify number that matches diagram

- A** total number of blocks
- B** under by 40
- C** correct

25 N.MR.04.FI.EG13: Model addition and subtraction for numbers less than 100

Translate context to subtraction number sentence

- A** correct
- B** addition sentence with given values
- C** addition sentence with one of given values

26 N.FL.04.FI.EG11: Add and subtract two numbers with 1 or 2 digits each

Subtract two 1-digit numbers

- A** incorrect subtraction
- B** correct
- C** subtrahend

27 N.MR.04.FI.EG13: Model addition and subtraction for numbers less than 100

Translate addition sentence into words

- A** correct
- B** subtraction
- C** subtraction

28 N.MR.04.FI.EG14: Solve simple open sentences for addition and subtraction

Solve addition sentence for sum

- A** correct
- B** over by 10
- C** over by 20

29 N.FL.04.FI.EG15: Apply estimation in solving problems

Estimate sum

- A** underestimate
- B** correct
- C** overestimate

30 N.MR.04.FI.EG16: Select appropriate numbers to solve problems

Determine number of books read by two students given number of books read by three students

- A** correct
- B** over by 1 or included incorrect student
- C** over by 2 or included incorrect student



Michigan Department of Education
Bureau of Assessment and Accountability
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
(877) 560-8378
www.mi.gov/mi-access